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The purpose of this activity was to incorporate an emerging social networking site, Pinterest, in the development of a new course, Retail Trend Analyst. Pinterest, launched in 2009, is used by 15% of the adults using the Internet. Further, it is widely used by college educated females (Ferenstein, 2012). The students in the new graduate course were primarily female, and most were college seniors enrolled in a graduate course. Because of these factors, there were two major objectives in teaching the course: (1) develop a course in fashion forecasting for students transitioning to the graduate program, and (2) incorporate technology they would enjoy but would easily incorporate the timeliness of their research on trends.

The textbook for the course was Fashion Forecasting, 3rd Ed. By E. L. Brannon. With a 2010 publication date, I was concerned the photographs and examples would be dated. In addition, I wanted each student to search for current and future trends while applying the concepts learned in each chapter. This activity incorporated student research, peer learning, presentation skills, and fashion forecasting.

To implement the project, each student was required to pin five photos/videos for each chapter and explain in the text box how the pin related to the chapter. In addition, the students had to style at least one of their own pins physically or use Polyvore or word. Polyvore, an easy to use collage website, is used by many "pinners" to develop their own online magazines and is extremely popular in the trending community. The first step was I prepared one main board, each student "followed" me, and I in turn followed them. Then each of us prepared a separate board for each chapter. As students pinned or styled the pin, they explained each in detail. I then pinned examples from each of their boards to my chapter boards. I also posted the boards on a bulletin board near my office door, see Figure 1. In addition, each week students shared their boards in class and explained why they chose the photos they pinned.

The major objective was to elicit a learning outcomes related to trend forecasting; however, the collateral learning outcomes were interesting and numerous. Students were extremely engaged in the pinning process and enjoyed seeing how the others expressed themselves in the boards. Students developed their presentation skills and gained confidence by being able to successfully explain the chapter concepts. This activity inspired class discussion and encouraged peer learning. Each week I asked students to volunteer to share their boards, their responses were very enthusiastic.

The entire process was a learning process for all of us, I had never pinned prior to the class and many of the students who had Pinterest boards only had "repinned" from existing boards. We all learned how to pin and develop Polyvore collages. This activity allowed each student to express themselves creatively and tailor the boards to their interests and personal styles. One student focused on the home, while another who was a hospitality major focused on culinary uniforms and appliances.

The boards were completed mid-semester. The next project was to develop their own trend and color forecast based on their assessment of previous trends, the theories related to trend dissemination including the trickle theories, and Laver's Gap Model. They prepared trend books which included the "pins" from their boards. I plan to continue using this technique when teaching the class. I have also incorporated pinning in other classes, such as event management and the field study tour.

Ferenstein, G. (2012) Fresh stats on social networks: Pinterest catches up with Twitter, Digital Divide Shrinks. TechCrunch: http://techcrunch.com/2013/02/17/social-media-statistics-2012/ retrieved on February 17, 2013.